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ABSTRACT

THE DETAILED QUESTIONS LISTED IN THIS DOCUMENT, FIRST ON EDUCATIONAL PHILOSOPHY AND OBJECTIVES, AND SECOND ON THE FACILITY REQUIREMENTS OF EACH INSTRUCTIONAL AREA, PROVIDE A MEANS OF GENERATING EDUCATIONAL SPECIFICATIONS FOR ELEMENTARY SCHOOLS. (FPC)

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PLANNING OUTLINE FOR ELEMENTARY SCHOOLS

WARREN HOLMES COMPANY ARCHITECTS LANSING, MICHIGAN

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ELEMENTARY SCHOOLS

A PLANNING OUTLINE

Foreword

In the late 1940's and early 1950's Elementary Education made tremendous strides in adapting its curricula and methods to meet the needs of young children. Then, strangely enough, for a period of years there existed a sense of accomplishment and little change took place. There was a "we have arrived" attitude.

Now in the late 1960's a new effort of wide proportions has developed, stimulated perhaps partly by the drive to do something about the disadvantaged and also by the newly available monies that are making possible experimentation and trial on a vastly larger scale than ever before. Ideas that have been striving for an opportunity to be tested have suddenly found sponsors. Also new technical developments have provided equipment never before available.

Some programs have developed from search for a formula through which children might be "extruded" with all coming out neatly educated. Others have developed from a premise that each child is a different piece of "stock" and "sees" with the experiences he has had from the time of birth.

It is hoped that the use of this Outline will stimulate administration, staff, the Board of Education and the community to do some soul searching about what experiences they want each child to have that he may develop into the person he may always respect, and have the training to accomplish the tasks he will face in the work he chooses to do.

A school plant is only a tool to help children accomplish the goals they will set up with the help of those who are available to work with them. It has no intrinsic educational value of itself, but, properly developed, will make possible the many learning situations desired.

The purpose of this Outline is to provide a guide that will help in developing the facilities needed in this particular school plant. The determination of the actual facility needs is not really difficult AFTER it has been decided WHAT is to be done and HOW those charged with the responsibility are going to do it. The big problem is deciding the WHATS and the HOWS. In order to set up a backdrop against which they may be evaluated some basic issues have been listed. These issues should be studied, discussed and ultimately resolved if the answers to the rest of the questions in the Outline are to have real meaning.

Some of these issues will deal with the approach the school will take towards the development of the student as a person. Others will attempt to bring out a basic philosophy against which questions in detailed planning may be tested.

SOME BASIC ISSUES

1. To what extent will the staff be involved in planning?
2. How should the ability to secure the desired staff affect present planning?
3. How should the status of public understanding of the functions and processes of education affect present planning?
4. To what extent will the community be brought into the planning of program, method and activities?
5. Is there an optimum enrollment size for an elementary school?
6. What children will this building serve - Pre-school, K-5, K-6, Special Education (Physically Handicapped, Mentally Handicapped, Emotionally Handicapped)?
7. What is the place of the neighborhood unit?
8. Will the values of the ungraded or non-graded type of program be investigated?
9. Should there be a longer continuity of teacher-student relationship than a single school year?
10. Will provisions be made to facilitate some form of team teaching?
11. How should our ability to project programs of the future affect present planning?
12. What responsibility should be felt towards the development of child as a person? What is it we want to have happen to him?

13. Do we accept as a fact that everyone is unique and has a right to an opportunity to reach his OWN potential? Will we really let this affect the planning?
14. Should there be opportunities for the individual to pursue areas of interest different from those of his "assigned" group?
15. What will be the place of pupil activities in the school program?
16. What emphasis will be placed on pupil-teacher planning and student participation in the operation and administration of the school?
17. How will the group size assigned to a teacher or a group of teachers be determined?
18. What changes in teaching methods are likely to occur and what provisions should be made to provide for an easy adaptation of the building facilities to these changes?
19. To what extent will food service be a vital part of the educational program with planned table groups and attention to accepted dining practices observed?
20. Will the site be considered as an integral part of the educational facility and developed as such?
21. Will the special teachers of art, music and others act as consultants or will they teach the group?
22. Will these activities take place in the "classroom" or in special areas designed for the purpose?

23. Should provision be made for year around use of any or all areas of the building? Is a year around school program contemplated?

24. What provisions should be made for adult community use of the building? Will this entail the need for zoning of specific areas?

A. PRE-SCHOOL AND NURSERY SCHOOL

A short statement here covering the Basic Philosophy, the discernible trends and a list of activities desirable for this program will be helpful in developing the answers to the questions listed and initiating statements of other needs.

1. What age groups are to be included?
2. Will there be a space containing home sized equipment where mothers can practice under the teachers guidance in caring for infants and young children?
3. Will there be a place for animal care - pets, etc.?
4. Will there be a surface for a portable oven and a space for children to participate in food preparation?
5. Turn to the questions listed under Kindergarten and answer these in addition to those above in developing the educational specifications. Add other desired facilities not brought out in the questions.

B. KINDERGARTEN

A short statement here covering the Basic Philosophy, the discernible trends and a list of activities for this program will be helpful in developing the answers to the questions listed and initiating additional statements indicating desirable facilities.

1. What age group is to be served?
2. How many rooms will be required?
3. How should they be located in relation to any other areas of the building?
4. Should they be partially separated with their own foyer and entrance?
5. Should they so be located in the building plan that their outdoor play area is generally separated from that for older children?
6. Is a separate playground exit desired?
7. Is an easily available car drop-off area desirable?
8. Is there a preferable orientation to the compass direction?
9. What approximate size of room in square feet is desired?
10. Is there a particular shape of room that adapts itself best to kindergarten activities?

B. (Continued)

11. What type of coat storage is desired?

12. Where should this be located in reference to the room entrance?

13. Will rooms have their own toilets?

14. How many are desired?

15. Where should they be located in relation to other areas?

16. If more than one, will they be in separate rooms or merely screened in one room or alcove?

17. Should there be any designated activity areas so that facilities used in these activities are easily available as:

    a. Story telling

    b. Playhouse

    c. Store

    d. Painting

    e. Games

    f. Rest

    g. Other

18. Should there be any floor markings such as a circle, alphabet in a circle, or other?

19. Indicate the location, type, size and amount of storage for:

    a. Books; give depth of shelving and number of lineal feet.

B. (Continued)

19. (Continued)

b. Piano.

c. Record player and tape recorder.

d. Records and tapes.

e. Charts.

f. Various teaching materials.

g. Paper storage; indicate largest dimensions, type of paper cutter to be used and where it can be safely stored.

h. Games.

i. Balls.

j. Blocks large; block cart for small.

k. Paint.

l. Clay.

m. Easels.

n. Flannelboard.

o. Rugs or cots.

p. Children's projects.

q. Seasonal materials: Thanksgiving, Christmas, Easter, etc.

r. Large apparatus: Climbing, Balance boards, ladders, etc.

s. Outdoor equipment: Tricycles, wagons, etc.

20. Suggest which of the above storage should be available in the room proper and which in a separate storage room.

E. (Continued)

21. Indicate the location, size and type (wall, island or peninsula) of sink cabinet desired.

22. Give amounts and location of various types of exhibit areas including bulletin board, peg board and enclosed cases.

23. Indicate amount, location and height of chalkboard.

24. What work surfaces or counters are desired?

25. Indicate any other features or arrangements not listed.

26. Indicate any special electrical outlet requirements.

27. Suggest the amount of glass area and height of sill preferred.

28. Should there be a Water Play Area for the Nursery School children that they can actually get into?

29. What food service facilities are needed?

C. GROUP TEACHING SPACES

A short statement here covering the Basic Philosophy, the discernible trends and a list of activities desirable for this program will be helpful in developing the answers to the questions listed and initiating additional statements indicating desirable facilities.

1. How many classroom spaces will be needed?
2. What will be their approximate size in square feet?
3. Is there a particular shape of room desired? Why?
4. Will there be an auxiliary alcove or room to be used as a work area, or for individual and small group activities?
5. Should there be easy ways of bringing more than one group of children together for any activities.
6. Will the program contemplated envision a grouping of teaching areas with any common or shared work areas?
7. Will an "open area" arrangement of teaching spaces facilitate carrying out the desired program?
8. Will there be gang toilets for the building or will some or all of the classrooms have their own toilets?
9. If classrooms have their own toilets will there be one or two and will this be true for all rooms?
10. If gang toilets are planned, should these be available from the playground also, so usable by summer playground children without entering the rest of the building?

C. (Continued)

11. What "special" spaces should be available for students?

12. What type of clothing storage will be used--corridor lockers, open hanging strip in corridor, cloak room off classroom or area in classroom?

13. Indicate the location, type, size and amount of storage for:

    a. Books: Give depth of shelving and number of lineal feet.

    b. Piano.

    c. Record player and tape recorder.

    d. Records and tapes.

    e. Projector and screen.

    f. Charts.

    g. Maps.

    h. Paper supplies.

    i. Individual and group projects.

    j. Science equipment.

    k. Other teaching materials and aids.

    l. Playground balls, bats, etc.

14. Give location, type, height and amount of work surfaces for art, science and other projects.

15. Give location, amount and height of chalkboard.

16. Indicate amount of map rail needed with location and height.

C. (Continued)

17. Give amounts and location of various types of exhibit areas including bulletin board, peg board, enclosed cases and ceiling hooks.

18. What provisions for room darkening are desired to permit the use of visual aids?

19. Indicate the number and location of electrical outlets keeping in mind the use of various teaching aids.

20. Indicate the location and height of the clock.

21. Suggest the desired location of the teacher's closet for storage of personally owned teaching aids and clothing.

22. Will there be a free standing or built-in file for pupil records, pictures and other materials?

D. MUSIC

1. Instrumental

a. What will be the space requirements?

b. Will the room be large enough for the largest groups contemplated, or for individual or sectional instruction only?

c. Will there be a need for instrument storage? If so, list what kinds and how many?

d. Will there be files for storage of music?

e. Will there be any need for simple uniform storage?

f. Should there be a store room for music stands, extra chairs and other equipment so the room might be used for other purposes?

g. Indicate amount of chalk and tack board desired.

2. Choral

a. Will choral and instrumental music utilize the same room or will there be a separate facility?

b. Will there be adequate space for interpretive groups too?

c. Will there be risers - permanent or portable and for what number?

d. What storage will be needed for book and sheet music?

e. Will there be a need for robe storage or costumes and other props?

f. Will the room be equipped with a high fidelity sound system for Music Appreciation listening?

g. What should be the location in the building relative to other facilities?

E. ART

1. List the various types of activities that will take place in this room.
2. How many pupils will be working at any one time?
3. What total space needs will be required for this program?
4. Indicate kind of work spaces needed and the number of each?
5. Indicate the storage need, both general and special, with those of unusual dimension as news print, drawing boards, etc.
6. Give type and amount of unfinished project storage.
7. Give location and size of 2 and 3 dimensional display.
8. Indicate number and kind of sink areas as island, peninsula or wall counter.
9. If there will be a kiln, give type, size and power requirements.

F. SCIENCE

1. What age groups will come to this room for their science instruction?
2. Will this instruction be by demonstration or will students have much opportunity to do laboratory experiments and projects?
3. List the various activities that will take place in this room.
4. How many pupils will be working at any one time?
5. What total space needs will be required for this program?
6. Indicate kind of work spaces needed and the number of each including sinks and counters.
7. Give the amount and kind of storage desired and any of unusual dimensions.
8. Give type and amount of unfinished project storage.
9. Give amount and types of 2 and 3 dimensional display areas.
10. Will there be animal care and plant growing areas?

G. SPECIAL EDUCATION

1. Mentally Handicapped

a. How many rooms will be needed for the age groups contemplated?

b. What age groups will be served?

c. Will these children spend all of their time in a separate room or will they be integrated into other groups in the school for some activities?

d. Will the activities in this room generally include the whole group, be highly individualized, or a combination of both?

e. Where should the rooms be located in the building in relation to other classrooms and special facilities?

f. Is there a special need to be located near an entrance?

g. If there is a useable court, should there be access to it?

h. What should be the approximate size in square feet of the room?

i. What auxiliary rooms are desired for special activities, conferences, individual teaching, listening, isolation, etc.?

j. If there are building toilets, will these children use them or should there be toilets opening off the classroom?

k. Note questions under "C", "Group Teaching Spaces", where they apply.

G. (Continued)

1. (Continued)

l. Will there be special work surfaces or areas for hand crafts?

m. What special storage facilities will be needed for this type of activity?

n. Will facilities be needed for simple homemaking and industrial arts activities?

o. Should there be any facilities to aid in the development of good grooming?

2. Physically Handicapped

a. What types of rooms will be required and how many for the number of children to be served and the kinds of disabilities?

(1) General Classroom
(2) Functional Therapy
(3) Physical Therapy
(4) Occupational Therapy
(5) Therapeutic Pool
(6) Speech Therapy
(7) Training Dining Room
(8) Testing

b. Where should these rooms be located in the building in relation to other classroom, special facilities and building entrance?

c. Will there be an adequately protected area for unloading these children from buses in bad weather?

d. Will there be a hydraulic lift available either on the bus or the loading ramp?

G. (Continued)

2. (Continued)

e. Will all doors be adequate to accommodate wheel chairs?

f. If there are to be differences in floor elevations in the building, will ramps with proper slopes be provided or an elevator if a multi-story building?

g. Will easy access to playgrounds be provided?

h. Will various surfaces for walking practice such as gravel, sand, dirt, cement and asphalt be made available in the playground area?

i. Will the cafeteria serving line facilities be wide enough and of the proper height that children in wheel chairs can get their own food?

j. Will there be a special food service area for those who find eating very difficult?

k. Will faucets, light switches and drinking fountains be made operable and the correct height for use by severely handicapped children?

l. Can the playground have suitable equipment for these children such as tiles to crawl through, sculptured animals to play on and any wood objects sanded smooth to avoid splinters?

m. Will all rooms have the added space needed where many pupils are confined to wheel chairs?

G. (Continued)

2. (Cont'd) -

n. Special study should be made of the toileting requirements including medical toileting instruction, for the severely handicapped children. What facilities are needed and how should they vary from those normally found in schools?

o. Will there be provisions for a small separate playground for teaching under school age children individual motor activity?

p. Will a listing of various large and small equipment items be made that adequate storage may be planned - hubbard teak, folding wheel chairs, crutches and other items that are used intermittently?

q. Will the occupational therapy room provide, in addition to muscle training equipment, practice activities for daily living?

r. Will there be a screened off individual resting place?

3. Vision Problems

a. Will this facility have rooms equal in size to regular classrooms, even though assigned fewer children, because of the nature of the activities?

b. Will proper measures be made to avoid glare from natural light?

c. Will there be available a high level of artificial light with no glare?

G. (Continued)

3. (Continued)

d. Will there be adequate storage, easily available, for the large books commonly used in this type of program?

e. Should this facility have its own toileting area?

4. Deaf and Hard of Hearing

a. Will a high level of sound absorbtion be attained through use of acoustical treatment of the ceiling and walls and carpeting on the floor?

b. Will a thorough check be made of the various equipment that will be used, that electrical outlets properly located and of adequate capacity will be included?

c. Will there be adequate storage for the various equipment sized to fit the specific need?

d. What will be the placement and size of the permanent projection screen?

e. Indicate the location of a full length mirror if one is to be included.

f. Should this facility have its own toileting area?

g. What other rooms are desirable as for testing, conference, storage and office?

H. DRAMATICS

1. Will the multi-purpose room or auditorium stage serve this function?
2. If neither area in #1 above is included what other facility should be available?
3. Would the ability to combine two or more classrooms or activity areas serve this purpose?
4. What storage for costumes and stage properties should be available?

1. LIBRARY - INSTRUCTIONAL MATERIAL CENTER

   1. What will be the functions of this facility? Will it serve as a complete Library-Instructional Material Center in all that that implies or deal mainly with printed matter and its use by students and faculty?
   2. If the functions are to be divided indicate the set-up for handling such materials as films, recordings, maps, charts, globes, museum items and others, and the relationship to the library services.
   3. Will this Center be part of a central system or largely self-sufficient?
   4. Should provisions be made for future expansion?
   5. What is the desired location in relation to other areas of the building and to service?
   6. How will this facility function? Will it be used by class groups, committees, individuals or a combination and how will this affect the student capacity requirements?
   7. What kinds of shelf space will be needed in the reading area and for how many volumes?
   8. How much space will be needed for magazine display and storage of <u>recent</u> back issues?
   9. Indicate the kinds and amounts of display space, as bulletin boards, and three-dimensional display.
   10. Will all materials be available for "browsing" except back magazines, duplicate books, films and similar items?

1. (Continued)

11. Should there be a "stepped down" story telling area?

12. Will there be shelving for large books for those with visual problems?

13. Will there be shelving and books at a convenient height for students confined to wheel chairs?

14. Should there be areas for small groups to work on special projects, viewing or listening?

15. Should there be some carrel type facilities for individuals to work on special projects, viewing or listening.

16. What will be the size and location of the office area in relation to other facilities?

17. What will be the location of the work room with reference to the office and other areas and what facilities will be desired such as sink, files, shelving and work counters? What activities will take place here? Will any facilities need to be locked?

18. What will be the size and location of an Audio-Visual equipment storage, film repair and preview room and what facilities should be included?

19. What will be the need for storage of back issues of magazines?

20. Will there be a separate room for preparing slides, overlays and other materials?

21. Will there be an "individual project" work area?

22. Will there be a Museum Area for display of items relating to political and natural history and natural resources?

J. MUSEUM

1. Will there be a place to display and study collections of local and regional natural, historical, archeological and anthropological materials?
2. Will this be a separate room or part of the instructional materials center?
3. Are there local organizations or individuals who might be interested in helping to develop and maintain such a facility?
4. How large an area can be alloted to this function?
5. What types of display - three dimensional, two dimensional, open or closed will be desired?
6. How many students should be accommodated at one time?
7. What type of study desks or tables would be most appropriate?

K. ADMINISTRATION - GUIDANCE - HEALTH

1. Will this office serve for other than the administration of this particular building?
2. What should be its location with respect to public accessibility?
3. What should be its location with respect to any other facilities in the building?
4. General Office
   a. What should be the size of this area to accommodate the activities it will serve and the personnel required?
   b. What should be the height and depth of the counter and should the height vary? What types of storage should it provide?
   c. Indicate the waiting area capacity for pupils and for adults.
   d. What will be the number and size - standard and legal - of the filing cabinets required?
   e. Indicate the location, number and size of the teachers' mail boxes.
   f. Should there be a staff bulletin board and where should it be located?
   g. Where should the permanent records be filed.

K. (Continued)

4. (Continued)

h. Indicate the location and size of closet space for clothing and the location, if any, of the lavatory and toilet facilities for the administrative area.

i. If there is to be a vault give the size, location, kinds of shelving needed and whether a money safe will be included in it.

5. Workroom

a. Indicate the location and size and if it will be used both by secretarial staff and teachers?

b. What should be the counter length and depth and will the height vary?

c. Give amount of shelving needed and whether it should be open or closed.

d. Should a sink be included?

6. Principal's Office - Indicate the following:

a. Location in relation to general office and accessibility from waiting area.

b. Desirability of a secondary exit.

c. Size of room. Should it be large enough for conferences or will there be a separate room for this function?

d. Requirement for book shelving and combined work surface near probable desk location.

e. Requirements for bulletin board area and large map of the district.

K. (Continued)

6. (Continued)

f. Location of telephone and P. A. microphone outlets.

g. Location of communication console, whether in principal's office or general office. Should it be possible to originate a call in the classroom?

7. Teachers' Work Area

a. Will this be separate area from that used by the administrative staff?

b. Indicate the desired location in the building and the facilities needed; such as typewriter, number and types of duplicating equipment, height of counters, types and amounts of material to be stored and number of persons to be accommodated at one time.

8. Conference Rooms

a. Give number, location, capacity and any special requirements of each.

9. Book Store

a. Give location, size and special counter and shelving needs.

b. Should there be a roll-up door to this room opening on a corridor for ease of dispensing books and materials?

c. Will any materials be sold to pupils from this location?

K. (Continued)

10. Special Personnel

a. Will there be office space for visiting teacher, speech therapist, school psychologist or other specialtists?

b. Should these rooms be located in the administrative area or other parts of the building?

11. Guidance

a. Will there be full or part time counseling service provided?

b. Will the facilities for this service be in the administration area or at another location?

c. Indicate the facilities desired as; office, conference room, small group testing, storage and record storage.

12. Health Unit

a. What health services will be provided?

b. Should there be a clinic with nurses office, space for sight and hearing testing and cot areas with adjacent toilet facilities for children who become ill.

c. Where should this unit be located in relation to other areas of the building?

L. STUDENT ACTIVITIES .

1. Student Council

a. Will this be a real functioning program or a minor activity with a sort of paper-picker-upper status?

b. If the Council is to have an important role will it have a "home base" and where will it meet?

c. If there is an area assigned for its use might it also be used for other groups?

2. School Newspaper

a. Will this be a major and a continuing activity?

b. Will there be an area where students may work at this activity and be able to leave their unfinished work easily available for their next opportunity to complete it?

c. Will this area be available for individuals to work as the opportunity becomes available?

d. What equipment should be available as typewriter, duplicator, counter, sink and other items? What should be the height of the counter?

3. Club Activities

a. Will clubs be a part of the child development program with opportunities for individuals to go much further into special interests?

b. Which clubs might function easily in the general school facilities and which would be greatly aided by special facilities?

L. (Continued)

3. (Continued)

c. Does the following list of possible club activities suggest types of facilities that it would be well to include: Rock collecting, geology, conservation, astronomy, cooking, arts and crafts, stamp collecting, model airplane, photography, historical, zoo, radio.

4. What display areas are contemplated for children's projects and where should they be located? Will these be both two dimensional - some perhaps large enough for murals - and three dimensional? Will any be free standing

M. STAFF FACILITIES

1. Will there be a common lounge for men and women or a separate one for each? Will this also serve as a staff dining area?
2. What should be the location in relation to other areas?
3. What should be the size of the room or rooms depending, of course, on the functions they will serve?
4. Will there be a kitchenette as a part of the equipment?
5. What should be the location of powder room and toilets in relation to the lounge area? Should there be additional staff toilets in other areas of the building?
6. Are there any special requirements not listed above?

N. MULTI-PURPOSE ROOM

What will be the functions of this room?

What will be the desired dimensions?

1. As a physical education facility
   a. Will basketball backstops be installed? If so, what height?
   b. Will there be any locker and shower facilities?
   c. What storage facilities will be desired? Mats, balls, etc.
   d. Will any special floor markings be desired?
   e. Should there be floor inserts or wall hook for volley ball nets?
   f. Will a turntable and P. A. system be installed for rhythm records, etc.?
2. As an Auditorium
   a. Will there be a permanent stage or a folding stage?
   b. What should be the height of stage?
   c. What type of lighting desired?
   d. Will there be a stage curtain and cyclorama?
   e. Should there be a place for piano storage?
   f. Will there be need for storage of properties and costumes?
   g. What storage will be required for equipment and chairs.
3. As a Cafeteria
   a. How many pupils will be served at any one serving period?
   b. What type of tables will be used?

N. (Continued)

3. (Continued)

b. (Continued)

(1) In-wall type, how many?
(2) Folding type, how many and provision for storage?

c. What provisions will be made for staff dining?

d. Kitchen

(1) Type - Hot lunch or P. T. A. use?
(2) Will hot lunch food be prepared here or brought in from central kitchen?
(3) How many pupils will be served totally and also at one serving period?
(4) Will disposable dishes or trays be used or will dishwashing facilities be needed?
(5) What kinds and how much storage will be needed?
(6) What relationship to the service area will be desired?
(7) Development of a kitchen layout will come after a determination of the facilities needed for the functions to be performed, has been made.

O. FOOD SERVICE

1. Cafeteria (separate facility)

a. What other function will this room serve and what adaptations will be desirable?

b. Check Item N-3-a-c for Cafeteria facilities.

c. Check Item N-3-d for kitchen data.

P. AUDITORIUM

1. What functions will this facility serve?
2. What will be its seating capacity?
3. What will be the nature of the stage? Will it mainly be for small groups or should it accommodate large numbers?
4. Will its scale and design be for children or will it serve adult community groups too.
5. The answer to #4 may dictate the kind of seating and sophistication of stage equipment and lighting.
6. What storage space should be available for props, costumes, equipment, etc.?
7. Will there be a projection booth?

Q. COMMUNITY USE - To what extent will the school be used by the community? What effect will this have on various areas and the need for special ones?

1. Auditorium
   a. Will this be a "Civic Players" center? If so, what special storage requirements and other facilities will be desirable?
   b. Will community use affect the seating capacity and type of seating?
   c. What effect should community use have on building zoning for traffic, heating, P. A. system, telephones, check room and toilet facilities?
   d. Are there other special considerations?

Q. (Continued)

2. Gymnasium Area

a. For the type of community use anticipated should there be locker room facilities?

b. Should there be a separate storage area for community group equipment?

c. Will community use require special zoning of these areas from the rest of the building?

3. Cafeteria

a. Should there be a kitchen for community use other than the cafeteria kitchen? Using the same one can be a problem.

b. Will community use require zoning of this area?

c. Are there any other special requirements?

d. Are there other community uses that will affect building planning such as use of the library, conference rooms or large group meeting area?

R. SERVICE AREAS

1. Boiler Room

a. What type fuel is to be used? The use of electricity for heat will materially affect design.

b. Will all or a portion of the building be air conditioned.

2. Receiving Room

a. Indicate the preferred location in relation to other facilities.

b. Should there be a raised unloading dock?

c. How large should this room be and will it also serve for some storage?

R. (Continued)

3. Supply Storage

a. How large an area is needed for maintenance materials and equipment? Should racks be supplied for large drums?

b. How large an area is needed for general building supplies?

c. If needed will this area accommodate a maintenance and repair shop?

d. How large an area is needed for general educational supplies?

4. Custodians

a. Will this building be of such size to warrant an office for the head engineer or custodian?

b. Will there be shower facilities and dressing lockers for this staff?

c. Will there need to be a separate facility for matrons?

5. Student toilet areas

a. What proportion of the student body will be served by "classroom" toilets and what by general or gang toilets?

b. Indicate any special locations of general toilets desired because of building zoning.

c. Will any toilets need to be designed to serve also for summer playground programs?

R. (Continued)

5. (Continued)

d. Should toilet rooms be designed with a separate entrance and exit or will one suffice?

e. Is there a preference as to type of fixtures as wall or floor mounted?

f. What special requirements are there for public toilet areas?

6. Custodial Service Sinks and Supply Closets

a. Is there a specific operational radius desired which will affect the number included?

b. Are there any areas which should have service closets immediately adjacent?

c. Indicate size and type of facilities and amount of storage needed.

d. Should the sink be a floor recessed type?

7. Grounds and Equipment Storage

a. What grounds equipment will need to be stored as power mowers, hose, wheelbarrows and tools?

b. Will this be part of the building with outside entrance only, or in a separate building?

S. SITE

1. Selection

a. Can it be away from high traffic streets but with good accessibility from the areas it serves?

b. Can it be suitably located in the area presently to be served? Does it fit into the master plan?

c. Will it be so located that small children can walk to it with safety?

d. Will the environment be pleasant, quiet and free from excessive smoke, dust and unpleasant odors?

e. Is the terrain suitable for building without excessive costs for access or earth moving?

f. Are water, sanitary and storm sewers available in adequate sizes and proper depths?

g. Will the site be adequate in size for future additions, foster the many activities mentioned below and provide an amount of open space?

2. Site Development

a. Will the site be developed in conjunction with any other municipal agency for recreation and community purposes? How will this affect the school program?

b. Building Location

(1) Is there a building location which would be most advantageous to present and ultimate community growth?

S. (Continued)

2. (Continued)

b. (Continued)

(2) How will future traffic patterns influence location?

(3) How will topography, drainage and location of utilities affect location?

(4) What legal limitations may affect location as zoning, set back, right-of-way, existing easements, or easements needed for foot or vehicular traffic to the site?

(5) What location will be most desireable to avoid foot traffic crossing vehicular traffic in getting to the building, or to and from the play and outdoor educational areas?

c. Approaches

(1) What drives will be essential to the servicing of this building?

(2) Should there be a special area for loading buses?

(3) Should this be a covered area?

(4) How many buses should be accommodated at one time?

(5) Is there a special method of parking buses for loading that should be observed?

(6) Can this area be kept separate from a parent pick-up area?

S. (Continued)

2. (Continued)

c. (Continued)

(7) What will be the parking needs for staff, visitors, and public functions? Indicate location and amount of bicycle parking.

(8) Is it likely that there will be a need for some parking for service vehicles?

(9) What walks will be provided by the city?

(10) Indicate what walks will be necessary to provide adequate access to the various entrances to the building. Should any of these be specially constructed, with a rippled edge, for those with impaired vision?

(11) What outside lighting is desirable for servicing walks and parking lots and also for building protection.

d. Physical Education and play areas

(1) List the kinds and number of play areas needed as soft ball, tether ball, volley ball, soccer, running area and others.

(2) What hard surface areas and how many will be needed for pre-school, kindergarten, lower elementary and upper elementary children? Will any of these be marked off with Magic Squares, circles, lines or courts?

S. (Continued)

2. (Continued)

d. (Continued)

(3) List play equipment as jungle gym, sculptured animals, tiles, etc.

e. Outdoor Education

(1) Is the site such that science groups might develop a simple nature trail?

(2) Is there a portion that might be developed as an area for the study of plant and animal life?

(3) Is there a spot that might be developed for the study of temperature, rain fall and erosion?

(4) If a retaining wall is required might it be developed as a geological wall?

(5) Could there be a place to mark off different distance measurements so pupils can actually experience them?

(6) Can there be some hills, a pond and perhaps a shelter house and small theater area?

f. Landscaping

(1) The whole subject of planting, sodding, irrigation and general development of the site should be thoroughly studied. The use of local garden and flower clubs may aid in developing a site to its fullest potential.